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ABSTRACT

The Ninth Grade Houses Program of the New York City public high schools is described, and evaluation outcomes and recommendations are presented. The general goal was to help ninth graders adjust to high school. The purposes were to: (1) generate student engagement; (2) provide opportunity for sustained, meaningful interaction with respected adults; and (3) demonstrate that learning can be purposeful and meaningful. In 1987-88, 97 New York City high schools implemented the program, restructuring the ninth grades into smaller units called "houses." In the ideal house, a student would have all classes programmed within the house, with counselor, attendance team, and teaching staff specific to the house. There was a wide range in the degree to which this ideal was implemented. Implementation data were obtained from questionnaires sent to all schools. Ninety-seven schools replied, representing 494 houses and a total of 57,095 students. Interviews in 1988 with 69 staff members revealed that most participating administrators and teachers reported very positive experiences with the program. Attendance rates were more likely to increase in schools with the program than in schools that did not implement the program. Recommendations for program continuation include: (1) ninth graders should be organized into units with themes, activities, and at least some identifiable staff members; (2) guidance services should be increased; (3) funds should be made available and a program office established; and (4) program evaluation should begin to consider the long-term impact of the program. Four tables illustrate student outcomes, and an appendix presents the implementation scale. (SLD)

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NINTH GRADE HOUSES: THE PROGRAM AND ITS IMPACT IN NEW YORK CITY PUBLIC HIGH SCHOOLS

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NINTH GRADE HOUSES:
THE PROGRAM AND ITS IMPACT
IN THE NEW YORK CITY PUBLIC HIGH SCHOOLS

ABSTRACT

This paper reports on the Ninth Grade Houses Program in the New York City public high schools in 1987-88. It presents the purpose of the program and a description of its implementation in 97 high schools. It describes outcome information and presents recommendations. Implementation data were obtained from questionnaires sent to all schools in fall, 1987, and from interviews with administrators and teachers at a sample of schools in spring, 1988. Student data were obtained from central data files*.

PROGRAM GOALS

The program's general goal was to help ninth grade students adjust to high school by reducing their feelings of being lost and estranged. The purposes were:

- to generate student engagement;
- to provide opportunity for sustained, meaningful interaction with respected adults; and
- to demonstrate that learning can be purposeful and meaningful.

More specifically, the objectives stated that the attendance rates, subject grades, standardized test scores, and credit accumulation of program participants should be higher than those of students in the previous year.

EVALUATION RESULTS

In the space of one year, 97 of the 101 New York City high schools implemented the Ninth Grade Houses Program. There was a very wide range in the degree to which the program was implemented in the schools, with considerable variation in size of houses, available facilities, block programming of classes, and staff assignment. Most participating administrators and teachers reported very positive experiences with the program. Their recommendations are included in the report.

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*Due to intractable problems in the management of the high school data base, only student attendance rate information is available thus far for the evaluation.

Student attendance rates were very similar for students in the program's first year, 1987-88, and for those in the prior year, 1986-87. However, variation on this outcome variable for 1987-88 was related to levels of implementation as measured by a degree of implementation scale and indicates a program impact on student behavior.

In summary, most teacher and administrative participants were enthusiastic about the program. Furthermore, there are indications that the program has had an impact on measurable student outcomes.

RECOMMENDATIONS

Based on the findings of this report, the following recommendations are made:

- In order to increase the likelihood of early student engagement, ninth graders should be organized into units which have unit themes, activities, and at least some identifiable staff members;
- High school guidance services should be increased and focused on ninth grade students;
- Funds should be made available to the program and a program office should be established to disseminate information and encourage participation by all high schools;
- The program evaluation should continue, should consider the long term impact of the program, and look for program models that are particularly successful.

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INTRODUCTION

Each year, the High School Evaluation Unit of the New York City Board of Education's Office of Research, Evaluation, and Assessment (OREA) examines and evaluates numerous projects in the city's high schools. In some cases, the projects are small and are aimed at relatively few students with particular needs. In other cases, projects are in a large percentage of the schools and have many thousands of students taking part in them. The Ninth-Grade Houses Program was a large program from its inception, located in all of the high schools and targetting all ninth grade students.

This paper is a report of the 1987-88 evaluation study of the Ninth-grade Houses Program. Section I describes the rationale of the program; section II describes the purpose and methodology of the study. Section III contains a detailed report of the implementation findings and section IV reports on the impact of the program on students. In section V, we summarize our findings and report our recommendations.

I. THE PROGRAM RATIONALE

BACKGROUND

In the New York City public high schools, grades nine through twelve, over 270,000 students are enrolled in 101 regular high schools and 15 small, alternative high schools. Of these students, 30 percent are likely to eventually leave the school system without obtaining a diploma and a significant number fail to progress from grade to grade in the traditional four years. One of the most important and difficult passages for students confronts ninth graders as they move from junior high school into high school. According to the Class of 1987 Cohort Report* of the New York City Board of Education, a total of 18,354 students (22 percent of the class of 1987) dropped out of school in the four years between 1983 and 1987; 31 percent of the 18,354 dropped out without having moved out of the ninth grade.

PROGRAM CONCEPT

The Board of Education's Division of High Schools (D.H.S.) considered the restructuring of the high schools' ninth grades into smaller units, called houses, to be a significant element

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*"The Cohort Report: Four Year Results for the Class of 1987 and an Update on the Class of 1986" (June, 1988) is available from the Office of Research, Evaluation and Assessment.

in the effort to improve the chances for success of entering ninth graders. Among the aims of restructuring were the following:

- to generate student engagement;
- to provide opportunity for sustained, meaningful interaction with respected adults; and
- to demonstrate that learning can be purposeful and meaningful.

In addition, restructuring called for identifiable teams of adults to provide and integrate instruction and guidance services for specific groups of students.

In August, 1986, D.H.S. challenged high school principals to restructure their high schools' ninth-grade classes into houses. According to D.H.S., in the ideal house a student would have all classes programmed within the house, the house physical spaces would be separate from those of other houses, and each house would have its own guidance counselor, attendance team, and teaching staff. The high school principals had flexibility in developing a program plan to meet the particular needs of their own incoming students.

PROGRAM OBJECTIVES

The D.H.S. set the following objectives for the program in its first year, 1987-88:

- participants in a high school's House Program would show increases in attendance rate, subject grades, standardized test scores, and credit accumulation when compared to the high school's ninth-graders of the prior year (1986-87);

- participants would have a lower dropout rate than ninth-graders in the prior year; and
- participants would have a lower hold-over rate than ninth-graders in the prior year.

In order to examine the effect of the program on students, the D.H.S. asked OREA to conduct a study of program implementation and impact.

II. DESCRIPTION OF THE STUDY

EVALUATION METHODOLOGY

In conducting the evaluation of the 1987-88 Ninth-Grade Houses Program, OREA collected quantitative data on students participating in the program and qualitative data about program implementation. Quantitative data are obtained from the central data files and include:

- attendance, course, standardized test, and credit information for the 1987-88 school year, by house and high school;
- attendance, course, standardized test, and credit information for the 1986-87 school year (base year), by high school.

Qualitative information came from two sources. In fall, 1987, OREA used a survey form to collect implementation data from high schools on numbers of students served, house themes, activities, and organization, and house services.

In addition to the survey data collection, OREA studied a random sample of 18 schools. Evaluators observed the conduct of the houses and asked questions of administrators concerning their first year's experience with the program, their perceptions of it and recommendations for the future.

Because of the variability in program implementation expected among the high schools, OREA developed an implementation scale which used portions of the survey information. Using the D.H.S. concept of the ideal house, OREA

chose four variables as being indicative of degree of implementation: 1) size of houses, 2) percent of day block programmed, 3) physical space allotted for house use, and 4) number of staff assigned to work only with house members. The scale was used to identify houses with high, medium, and low levels of overall implementation; a high school's implementation rating was the average of its individual houses. The details of the implementation scale can be found in Appendix A. The scale is used descriptively in the program implementation chapter and as a control variable in the analysis of student-outcome data.

THE SAMPLES

The program participants were all students in the ninth grades of the New York City regular high schools* in the 1987-88 school year. The comparison group was composed of students in the ninth grade in 1986-87. In October, 1987, 61,357 students were enrolled in the ninth grade; in October, 1986, 63,360 were enrolled. As shown in Table 1, students in both groups were similar in key baseline characteristics.

The high schools which the students attended varied widely in terms of size of student population, the extent of student academic preparedness, the percent of the population typically considered to be at-risk, and the condition of the physical plant. The size of schools, for example, ranges from a few

*The 15 alternative high schools tend to be ungraded and were not required to participate in the Ninth-Grade Houses Program.

Table 1

Baseline Characteristics of Ninth Graders:
Program Participants and Comparison Group

	N[a]	DRP Scores[b] (NCE)	Attendance	
			Overall Eighth Grade %	First Month Ninth Grade %
Program Participants (1987-88)	61,357	53.6	86.0	78.3
Comparison Group (1986-87)	63,360	54.1	86.0	78.0

[a] The number of students enrolled in regular high schools as of October 30 in either 1986 or 1987.

[b] The Degrees of Reading Power test is a reading achievement test. The scores reported here are from the spring of the students' eight grade year.

hundred students to almost 5,000; utilization of the physical plant ranges from 30 percent of capacity to 176 percent. The percent of the population with limited English proficiency ranges from zero to 65 percent. The percent of students eligible for free or subsidized lunch ranges from less than 10 percent of the school population to close to 100 percent.

III. FINDINGS--IMPLEMENTATION

Ninety-six percent (97) of the 101 high schools responded to the survey, reporting a total of 494 houses, serving a total of 57,095 students.

PLANNING

The high schools designed their House Programs during the 1986-87 school year and planned for implementation in fall, 1987. A wide range of school personnel participated in the planning, most often including the principal, an assistant principal, guidance counselor, teachers, and, in a few cases, the parent's association. The area superintendents' offices provided information to the planning committees but left the design and planning to the high schools. By June, 1987, all high schools had submitted House Program plans to the area superintendents and to the Superintendent for Instruction who reviewed all plans and, in some cases, requested clarification.

The schools saw their mission to be that of helping students adjust to high school by reducing their feelings of being lost and estranged. The schools' fundamental goals were to decrease truancy and dropout rates, and to increase attendance rates. Beyond that, they often hoped to give students a sense of direction towards a career or college, and hoped to have students see school as a satisfying and relevant place to

be.

In planning for Ninth-Grade Houses, high schools drew on their experience with pre-existing programs for their ninth graders. Only 26 schools reported no programs resembling ninth grade houses prior to 1987-88. A few had such extensive programs in place that they considered reorganizational needs to be minimal. One high school, for example, already had provided an extensive orientation program for new students and their parents, and had already organized ninth graders into groups similar to houses. Their primary innovation for the Houses Program was to assign a guidance counselor to work only with ninth graders.

More often, schools reorganized their ninth grades by expanding or adapting pre-existing programs. Of the 494 houses in the high schools, 53 were for bilingual students, 37 for honors students, 14 for called College Bound or College Discovery and Development* students, 26 for special education students, and 11 for students in either of two dropout prevention programs. One high school, for example, already had five groupings similar to ninth grade houses for poor attenders, holdovers, students needing reading remediation, bilingual students, and honor students. For the Houses Program in fall,

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* College Bound and College Discovery and Development are both funded remediation programs designed to improve reading, writing, and mathematics skills. The College Bound Program is in 22 New York City High Schools and the College Discovery and Development Program is in five.

1987, they added two houses in order to include all other ninth graders.

SCOPE OF THE PROGRAM

In most cases, incoming ninth graders were the primary population served; tenth graders were sometimes included, and in a few cases, the entire school population was affiliated with a house. The schools differed in the extent to which they implemented the four dimensions included in the ideal house. First, block programming in the houses varied from no periods blocked to all periods, most houses having less than 50 percent of the periods blocked. Second, only ten percent of the houses had separate classroom facilities and most houses made do with a central room or office space. Third, assignment of staff exclusively to a house was the exception in house organization, with most houses having the exclusive use of a guidance counselor and perhaps an assistant principal, but not teaching and other non-teaching staff. Finally, the houses also varied greatly in size, ranging from five students to 1400, with a median size of 87.

IMPLEMENTATION RATINGS

Full information for the implementation scale was available for 489 houses in 96 high schools. Of these houses, 13 percent obtained high implementation ratings, and 41 percent and 46 percent obtained medium and low ratings respectively. OREA

analyzed the ratings by size of high school. The effect of high school size is shown in Table 2. Medium and large size high schools had similar levels of implementation in their houses; there was a slight tendency for smaller high schools to have higher levels of implementation.

PROGRAM THEMES

In designing a ninth-grade house system, high schools often chose themes for individual houses and, occasionally, for their whole house system as well. One high school, for example, adopted an Olympic theme for the high school's House Program at large, and named the individual houses for literary utopias such as Camelot, Xanadu, and Shangri-la. More frequently, high schools either had no overall school theme or had only an implicit overall theme such as career exploration or academic interests.

Themes were more often significant at the individual house level. They were used to promote a student's sense of group-identity as houses competed for attendance awards, held house social events, took trips, and had the house name imprinted on buttons and tee-shirts. Themes were also used to give a sense of immediacy to students' school lives by linking class work to careers. At one high school, for example, the three houses coincided with three majors: Accounting/Computer House, Marketing House, and Secretarial House. Some course work, therefore, was directly related to the house theme, and, in

Table 2

Percent of Low, Medium and High Implementation Houses and High School Size[a]

IMPLEMENTATION RATING	HIGH SCHOOL SIZE		
	Small	Medium	Large
High	17%	13%	11%
Medium	40	40	44
Low	43	47	46

NOTE: The analysis is based on data for 489 houses.

[a] Small schools had 500 to 2000 students; medium schools had 2000 to 3000 students; and large schools, more than 3000 students.

o There was a slight tendency for smaller high schools to have houses with higher levels of implementation.

addition, house activities included guest speakers from relevant businesses and business-related trips.

STUDENT SELECTION

Student selection into houses took several forms. Of the 97 responding high schools, 11 assigned students to houses on a strictly random basis; six relied solely on student choice. All other schools relied at least in part on student record information such as attendance rates, language tests, basic skills scores, and entrance examinations. Most often, a school first assigned students for whom they had specialized houses (e.g., honor house, ESL house), and then either asked the remaining students to choose houses or assigned them randomly.

To assist students in preparing for their ninth grade year, some high schools took information about their Houses Program to their feeder schools in the spring. Others scheduled time during the Summer Leadership Training Program* to familiarize students with the Houses Program.

SCHOOL REVIEW OF PROGRAM EXPERIENCES

By spring, 1988, all of the 18 sample schools reported that they had evaluated their Ninth-Grade Houses Program during the school year. These reviews included formal as well as informal

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* The Summer Leadership Training Program is a high school orientation program for all incoming students, conducted in each school before the fall semester begins.

examination by staff of the particular strengths and weaknesses of a high school's Houses Program. At least one school also included students in their discussions.

As a result of the reviews, all but two schools made changes in their Houses Programs. Over one-half transferred students between houses or made staffing changes; almost three-fourths reported making changes in the program itself. These changes included such major adjustments as reducing the number of houses, integrating previously excluded holdover students into houses, and increasing the amount of block programming.

STAFF PERCEPTIONS AND RECOMMENDATIONS

Staff Perceptions

In the staff interviews at the sample schools, OREA asked school personnel how they perceived the program to be affecting ninth grade student attendance, student attitudes toward school, and student participation in extracurricular activities. In addition, OREA asked the staff if they thought the Houses Program was a positive innovation.

While a small number of the 69 respondents had no opinion on the impact of the program, a large percentage of those who did believed the program was having a positive effect. Eighty-eight percent thought that students' attitudes toward school had improved. They described the students as feeling less alienated and more comfortable, more interested and more excited about school. Of those who had an opinion about the program's impact

on attendance (one percent did not), 76 percent thought that the attendance was up and the cutting rate was down. Seventy-two percent of the respondents thought that students' participation in extracurricular activities had increased.

Almost all respondents (98 percent) saw the Houses Program as a positive innovation that was having an impact. The most frequent comments expressed the belief that students were feeling more affiliated with the school and were having more meaningful contact with adults. Many also believed that the program was benefitting students by leading to the earlier identification of at-risk students.

Staff Recommendations

All of the sample schools were either formally or informally planning their Ninth-Grade Houses Program for the 1988-89 school year. Although the planning was not complete at the time, many were expecting to have tenth-grade houses as a continuation of the 1987-88 program, as well as ninth-grade houses for incoming students. Several were planning to effect greater articulation with feeder schools. Some were considering changing from a career theme to a hobby or other student interest theme believing that students were too young in the ninth grade to declare career directions.

Most respondents also made recommendations directed toward the Board of Education about the Houses Program, primarily requesting a higher level of financial support. Some wanted the greater resources to allow for more faculty release time and

scheduling flexibility; many felt more guidance counsellors should be hired; and some hoped for smaller classes.

In summary, the perceptions of involved teachers and administrators were extremely positive. The recommendations, too, constitute program endorsements.

IV. FINDINGS--STUDENT OUTCOMES

THE DATABASE

The information about students' educational status that forms the basis of this report came from the computerized records compiled and maintained by the Office of Educational Data Services (O.E.D.S.). O.E.D.S. maintains information on each student in the New York City school system in a database known as the Biofile. Since student records are never deleted, even when they leave the school system, the Biofile holds a complete history of each student's passage through the school system.

Amassing and maintaining a computerized record-keeping system for more than one million New York City students -- past and present -- is a monumental task. Data collection errors, missing data, and data-entry errors are inevitable, as are lags between the arrival of data at O.E.D.S. and their entry into the database. Working within these constraints, OREA uses Biofile data to draw pictures of populations of interest -- in this case 1986-87 and 1987-88 ninth graders -- that are as accurate and complete as possible.

Unfortunately, OREA has encountered intractable problems in dealing with much of the data for the ninth grade houses study. The nature of the incomplete Biofile data has resulted in seriously biased groups, with the most at-risk students missing

from the data set. These data are further compromised by the difficulty of obtaining definitive grade level information. As a consequence, it is impossible at this time to have confidence in the analyses of individual student outcomes. As part of the on-going study of the Houses Program, further work is being done to correct the biased selection process and to validate Biofile-dependent findings.

However, aggregate attendance data are available to OREA from the Board of Education's office of Data Acquisition, Tabulation, and Analysis--overall attendance rates and rates by high school. For this paper, we will rely on these data to give at least a partial indication of program impact.

ATTENDANCE RATES

The overall attendance rates for ninth graders were very similar for program year and comparison year. For both years, the June year-to-date attendance rate was 76 percent. Of the 100 high schools with attendance data, the number of schools showing increased attendance rates of one percent or more between 1986-87 and 1987-88 was 42. The number dropping by one point or more was 34, and the number staying the same was 24. As shown in Table 3, an analysis in terms of size of high school points to a complex pattern in the data with no simple relationship between size of school and likelihood of improvement.

Table 3

Size of Schools and Attendance Rate Changes
Between Program Year and Prior Year

Size of School	Number of[a] Schools	Percent of Schools		
		Increased Rate	Same Rate	Decreased Rate
Small	31	45	22	32
Medium	47	40	28	32
Large	22	41	18	41
All	100	42	24	34

[a] Of the 101 regular high schools, attendance rate information was available for 100.

- Small schools were slightly more likely to have increased attendance rates between 1986-87 and 1987-88.
- Large schools were most likely to show decreases in attendance rates between 1986-87 and 1987-88.

The implementation scale* reveals somewhat simpler patterns. As shown in Table 4, the 51 schools with medium levels of implementation were most likely to have increased attendance rates between the prior year and the program year; 49 percent of these schools showed increases, a percentage considerably higher than the overall percentage. High implementation schools were next most likely to show increases with 38 percent registering improvement between the two years. Low implementation schools were least likely to improve with 34 percent showing increases.

By regarding those schools with low implementation ratings as essentially non-implementors and collapsing the scale's high and medium levels of implementation, comparisons can be made between implementing schools and non-implementors. Forty-seven percent of the implementors showed improvement between the prior year and the program year, while 34 percent of the non-implementors showed improvement.

In order to see if the effect of implementation level varied according to school size, implementors were compared to non-implementors as a function of size. Of the small, medium sized, and large implementing schools, large implementors were the most likely to show improvement; 53 percent of these schools showed increased attendance rates. Forty-five percent of the

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*The implementation scale rated individual houses. In order to use the scale in the data analysis, ratings for high schools were needed. The rating given a high school was the average of its house ratings.

Table 4

Implementation Levels and Attendance Rate Changes
Between Program Year and Prior Year

Implementation Ratings	Number of[a] Schools	Percent of Schools		
		Increased Rate	Same Rate	Decreased Rate
High	13	38	23	38
Medium	51	49	18	33
Low	32	34	40	25

[a] Of the 101 high schools, information for use in the implementation scale was available for 96.

- Schools with medium levels of implementation were most likely to show increases in attendance rates between 1986-87 and 1987-88.

medium sized implementing schools improved and 44 percent of small implementors.

V. SUMMARY AND RECOMMENDATIONS

IMPLEMENTATION

In less than a year, high school principals learned of a new program and then planned and implemented that program. D.H.S. guidelines were very general, permitting wide variation in the kinds of house plans developed. As a result, the house plans reflected the unique character of each high school. Differences in size, homogeneity, physical plant, and the kinds and quantities of problems presented by the student population dictated, to some extent, the nature of the house plan adopted.

The differences in organization and implementation may be the result of several factors. In some schools, a system similar to the Houses Program had been in place prior to 1987-88. Some schools, for example, already had "family groups" which were very similar to houses or they had high levels of block programming for incoming students. In these schools, fewer changes were required and planners had a body of experience on which to build. For these reasons, they may have been able to implement a plan which to a large extent had all of the elements of the ideal house.

In other schools, the House Program was more of a departure. In these schools, the planners were likely to have initially chosen to emphasize one or two of the ideal house dimensions rather than trying to implement all of them. They

could have chosen, for example, to make greater use of block programming but not to increase staff assigned exclusively to the houses. Finally, the size of the school no doubt affected the school's ability to reorganize. In schools where the program represented a significant departure and especially so in large schools, a gradual approach to implementation may be expected to lead to a fuller program in subsequent years.

High schools faced other kinds of constraints on their house designs as well. One such constraint resulted from pre-existing, mandated programs which form an important part of a school's ninth-grade experience. Such programs, with their own established directives and staff, had to be integrated into the house system. In addition, planners in some schools are likely to have viewed particular aspects of their high school as internally constraining. They might, for example, have viewed a large number of discipline problems as a factor mitigating against extensive block programming.

Finally, in a few schools the house concept appears to not have been taken seriously. While absence of house staff, lack of physical accommodations, absence of block programming, and relatively large numbers of students per house are not conclusive indicators of disinterest on the part of a high school's administration, they are suggestive of this.

Among all of the variations in implementation, the consistently positive nature of the comments stands out. At this time, it is clear that teachers and administrators are

viewing the ninth-grade houses program in a positive light. Their comments were either explicit, positive statements or implicit endorsements as they requested further support for their houses.

STUDENT OUTCOMES

The impact of the Ninth-grade Houses program on student outcomes is shown by comparing attendance rates at schools that had implemented substantial house programs, and those that had not. Implementing schools had substantially higher chances of showing increases in ninth graders' attendance rates between 1986-87 and 1987-88 than non-implementing schools. This beneficial effect was most evident in the largest schools.

RECOMMENDATIONS

Participants' comments and evaluators' observations have resulted in a positive picture of the Ninth-Grade Houses Program. The quantitative evidence supports the participants' estimation. Based on the unfolding evidence of the on-going evaluation the following recommendations are made:

- In order to increase the likelihood of early student engagement, ninth graders should be organized into units which have unit themes, activities, and at least some identifiable staff members;
- High school guidance services should be increased and focused on ninth grade students;

- Funds should be made available to the program and a program office should be established to disseminate information and encourage participation by all high schools;

- The program evaluation should continue, should consider the long term impact of the program, and look for program models that are particularly successful.

APPENDIX A

IMPLEMENTATION SCALE

The implementation scale assigned an implementation rating (high, medium, low) to each house based on four scale variables: 1) size of house, 2) percent of day block programmed, 3) physical space allotted for house use, and 4) number of staff assigned to work only with house members. A high school's rating was the average rating given to its houses.

VARIABLE DEFINITION

Size of house:

Small--fewer than 100 students
Medium--at least 100 but fewer than 200 students
Large--200 students or more

Percent of day blocked:

High--60 percent of the day or more
Medium--at least 30 percent but less than 60 percent
Low--less than 30 percent of the day

Physical Space:

High--classrooms separate from rest of school
Medium--no separate classroom, but a room or office
Low--no special accommodations

Personnel per student:

High--ratio of .22 or higher
Medium--ratio of at least .04 but smaller than .22
Low--ratio of less than .04

RATINGS DEFINITION

High Implementation

If the house was small and it had at least one high rating on the scale variables or if the house was medium size and had at least two high ratings, or if it was large and had high ratings on all of the variables, it received a high overall implementation rating.

Medium Implementation

If the house was small and it had at no high ratings and at least one medium rating on the scale variables, or if the house was medium size and had no high ratings and at least two medium ratings, or if it were large and it received no high ratings and had high ratings on all of the variables, it received a medium overall implementation rating.

Low Implementation

All other houses received low overall implementation ratings.